

INSTRUCTIONAL MEDIA APPLIED IN TEACHING ENGLISH IN MIDST COVID 19 PANDEMIC

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ABSTRACT

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There are many instructional media that can be applied by lecturers to facilitate Students-lecturers interaction for students' achievement of instructional objectives. They are WhatsApp, classroom and zoom. This research aimed at finding out the students' perception toward the use of instructional media included WhatsApp, classroom and zoom in online learning by the students of English department of UKI TORAJA and how the lecturers employed the instructional media included Whatsapp, classroom and zoom in online learning by the Lecturers of English department of UKI TORAJA. The data was taken through checklist observation, open-ended questionnaire and interview. The population of the research were the 3th, 5th and 7th semester students and the lecturers who teach and learn English using whatsapp, classroom and zoom at English department of UKI TORAJA. The sample of this research were 77 students and 4 lecturers who taught using WhatsApp, classroom and zoom. This research found that, the three instructional media complement each other which whatsapp acts as a medium for communicating, discussing and providing information about all about the learning process. In addition, the researcher found that in this study whatsapp is also available as a tool for receiving or sending assignments or materials to students by utilizing other application media. Zoom acts as a medium for live streaming in presenting learning materials and Classroom as a medium for creating, evaluating and collecting student assignments or documents.

Keywords: Instructional Media; WhatsApp, Classroom and Zoom.

INTRODUCTION

The Covid-19 pandemic has made the learning system in Indonesia change dramatically from face-to-face learning to online learning at home. Since the emergence of positive Covid-19 patient cases in Indonesia, the Government through the Ministry of Education and Culture and the Ministry of Religion of the Republic of Indonesia, has implemented a policy of learning and working from home since mid-March 2020. Covid-19 allows campuses to innovate, be innovative and be more transformed in teaching, such as distance learning, in order to improve information and communication technology (ICT). Online learning is one alternative learning that can be performed during the emergency of Covid-19. Online learning is learning that uses usability, networking, versatility, and different forms of Internet networks. Rapanta (2020) says that the use of the internet and multimedia technology is able to overhaul the way of delivering knowledge and can be an alternative learning that is carried out in traditional classrooms. This includes Instructional media. The instructional media aims to make it easier for students to understand the subject matter (Abdo & Semela, 2010; Kadzera, 2006) by offering various learning opportunities that are intended to stimulate students' curiosity and motivation to learn (Aini, 2013; Arsyad, 2014; Dinh, 2019). Instructional media that will be used in learning, use of instructional time related to the application use, psychological and social factors that

significantly affect teachers' motivation when teaching. In this study, the researcher focused on application use. Application use aims facilitate Students-teacher interaction for students' achievement of instructional objectives. Therefore, Communication technology is needed in learning online). Rasmitadila (2020) found that the instructional media that teachers most often used were learning videos, which were either downloaded from YouTube and or learning videos that teachers had created in midst the COVID-19 Pandemic. Besides video, WhatsApp, Google Forms, classroom, YouTube, and Zoom also served as media in delivering learning material. Teachers sent lesson material using WhatsApp, Google Forms, and Worksheets to students' parents, which was subsequently given to the students. Based on the explanation above, teachers and students hope that they may use these applications effectively on online learning process. However, according to Professor Petriglieri in Craig 2020, Contributing to a class can be daunting for those who suffer with mental health issues, such as anxiety, due to pressure to answer questions combined with the feeling that everyone is watching you through your camera. However, the negative impacts of online learning don't stop at just Zoom meetings. In an interview with CBS news, New York Ophthalmology Professor, Dr Christopher Starr, described our eyes as muscles that can be strained with overuse. In the next academic year, it is likely that we will see more students suffering with migraines (a consequence of eye strain) because the more classes that are online, the longer the time we spend staring at our devices.

REVIEW OF RELATED LITERATURE

1. Students' Perception towards the Impact of the Instructional Media

a. WhatsApp

1) Positive impact

WhatsApp outside tool communication as it use students about information exchange to classroom the authors the, addition in projects and meetings towards attitudes positive had students that found in go results.

a) WhatsApp as facilitating

Malecela, (2016). Studies other in as WhatsApp of perceptions' students examined research qualitative. She found that WhatsApp facilitates them in learning to communicate each other and helpful in learning collaborative enhancing by instructor and information educational sharing.

b) WhatsApp provides support for learning

So, (2016) found that students who had Whatsapp had experiences that whatsapp support them for learning. WhatsApp support messaging, communication, feedback fast between teachers and students, providing learning flexible, learning collaborative supporting and learning multimedia.

c) WhatsApp for satisfaction

With regard to WhatsApp activities and it is educational benefit to the students' learning. Turgay and Keskin, (2016) examined the effect of using Whatsapp activities in undergraduate in activities in undergraduate EFL speaking classes on students' speaking anxiety, and their feelings about the activities conducted. Similarly the finding of Mar and Christine, (2013) revealed that more students highly satisfied with using WhatsApp in learning and revelation that WhatsApp increased their willingness to read in English. It also left positive impact on their reading habits which in turn enhanced confidence.

d) WhatsApp for interacted via text message

(Minalla 2018 in Dweikat 20119) sought to explore the possibility of utilizing WhatsApp Group to enhance EFL learners' verbal interaction. Minalla divided the students into two groups who were taught the content using the traditional approach combined with WhatsApp Chat groups via text message as communicative platforms for practicing outside classroom contexts. The participants of experimental group were restrictively interacted via voice messages while the participants of control group were only interacted via text messages. Results revealed that the participants who received the voice messages on WhatsApp treatment significantly outperformed those who received text messages on WhatsApp.

e) WhatsApp help students learn language

Kurniawan, (2016) examined students' perceptions to using WhatsApp as a learning tool to enhance language learning of 20 students from Kuala Pilah Pre-University. The results indicated that WhatsApp helped the students learn the language better and enhanced their English language proficiency. The researchers also indicated that WhatsApp should be used to encourage institutions to provide internet facilities as a top priority in today's education, to invest in this application as a means to improve students' confidence in learning and using the language.

f) WhatsApp for instant message

Hamad, (2017) sought to explore the impact of using mobile learning activities with WhatsApp on the successes and behaviors of university online students. In particular, this study compares an independent sample of students in an experimental group, 15 students in a university class, with a control group. The experimental group's e-learning process is based on mobile learning activities from WhatsApp, while the control group's e-learning process is without mobile learning activities from WhatsApp and receives only face-to-face learning in the classroom. The results of the experiment showed that after the experimental duration, the experimental group, using mobile learning through WhatsApp mobile instant messaging, performed better than the control group on the achievement test. Students' attitudes indicated that whatsapp instant messaging made learning easy, favored problem solving, and solved learning problems related to the learning process or information sharing of learning content transmitted through whatsapp.

g) WhatsApp as privacy security

Aifan, (2015) found that the most frequently used social media tool among students at King Abdul-Aziz University in Jeddah, Saudi Arabia, was WhatsApp, whereas YouTube came second and Twitter came third. Furthermore, students reported facing two major obstacles when utilizing social media. First, some of the social media content was against the students' religion. The second obstacle was related to concerns about privacy and security issues when using social media.

2) Negative impact

a) Stacked on phone

Mbukusa, (2018) investigated A student can be stacked on his/her phone for hours chatting with friends through whatsapp without

noticing the number of hours spent behind the phone not for any relevant reason. Little time is left for academic purposes since much of their precious time is wasted on whatsapp chatting with friends. They later become less equipped and inadequately prepared for quizzes conducted and major end of semester examination which makes them less productive and effective.

b) Destroys the students' spellings and grammatical

Ewur (2014) found that most students also feel lazy typing most sentences and words and retire to the short hand form of typing. This style of writing destroys the students' spellings and grammatical construction of sentences. For example, words like 'forward, come, tomorrow, goodnight' and others are being written as '4wrdr, kam, 2mrw, and gud9t etc,' also phrases like 'happy birthday' is being written as 'H.BDAY' Thank you Lord Jesus is written as 'TYLJ', WE THANK GOD is also written as 'WTG'. This has affected the way students write in English classes and in their examinations resulting in destruction of their grammar and the way they spell English words.

c) Tertiary students

Malecela, (2018) found that WhatsApp as a teaching method can impact negatively on the performance of tertiary students especially those who do not own smartphones. The platform can pose difficulties for students in balancing online activities (WhatsApp) and academic preparation, and distract students from completing their assignments and adhering to their private studies timetable.

1) Classroom

1) Positive impact

Islam, (2019) found that some students' perceptions about positive impact using google form. They are:

a) Easily be used

Eighty two (82) percent learners said that it can easily be used anytime and anywhere either by mobile, laptop or any other electronic gadgets having internet connection. Learners can share their queries and teachers can give comments thus they can easily participate in open discussion regarding any topic. After the exam, result can be easily and immediately be found; and since there is scope to give feedback to the mistakes.

b) Quiz is interesting

Eighty five (85) percent students said that video quiz/video speaking test is very much interesting to them. One important finding of this factor is that the students who were feeling shy/reluctant to speak in front of the classroom, they also said that they like this video quiz/video speaking test. And by analyzing their uploaded video in the Google classroom, surprisingly it has been found that those students did noticeably better in the video speaking test than their performance in front of the classroom.

c) Listening practice is easy

Fifty eight (58) per cent learners strongly agreed whereas 12 percent gave their opinion in favor of the benefit of using Google classroom for improving listening skill. They said that listening practice in Google

classroom is easy, convenient, hassle free and does not need any language lab. A mobile phone with a headphone can be enough to function as a lab. For practicing listening skill, initially they have been given Songs and 90 percent students said that practicing English listening skill by listening to English song is really interesting and engaging since at the preliminary stage, 68 percent learners showed their indifference for conversational listening audios like Cambridge listening practice test.

d) Reading practice is easy

Forty two (42) percent learners said that uploaded reading passages can be read easily and they can submit the answers to the questions from the passage online; without any trouble. Materials for reading exercises are also easy to read from the Google classroom provided that the internet connection is on.

e) Write - up is easy

Seventy eight (78) percent learners opine that submission of any assignment or any write-up in Google classroom saves time, money, paper and most importantly it is hassle free and out of this 78 percent 68 strongly agreed on this point and 10 percent agreed whereas 20 percent said that modification is needed for make it more convenient Since various class materials are uploaded in the Google classroom after the class, 45 percent student gave the statement that they can be able to keep themselves updated regularly about makeup class, exam date and important announcements.

2) Negative impact

Pappas, (2015) found that some students' perceptions about negative impact using goggle classroom. They are:

a) Difficult account management.

Google Classroom doesn't allow access from multiple domains. Furthermore, you cannot log in with your personal Gmail to enter it; you need to be logged in Google Apps for Education. As a result, if you have already a personal Google ID, it may be frustrating to juggle multiple Google accounts. For example, if you have a Google document or a photo in your Gmail and you want to share it in the Google Classroom, you will need to save it separately in your computer's hard drive, log out, and then log in again with your Google Classroom account. Quite a hassle.

b) Limited integration options

Google Classroom hasn't yet integrated with Google Calendar, or any calendar whatsoever, which may cause some problems with organizing material and assignment deadlines.

c) Too "googlish"

First time Google users may get confused, as there are several buttons with icons familiar only to Google users. Additionally, despite enhanced integration between Google and YouTube, which significantly helps video sharing, support for other popular tools is not built in, and you may find it frustrating that you will need to, for example, convert a simple Word document to a Google Doc to work with. All in all, you will only find yourself comfortable in the Google Classroom environment as long as the tools you are using are aligned with Google services.

d) No automated updates

Activity feed doesn't update automatically, so learners will need to refresh regularly in order not to miss important announcements.

e) Difficult learner sharing

Learners cannot share their work with their peers, unless they become "owners" of a document, and even then they will need to approve sharing options, which will create a chaos if they want to share a document with their, say, 50+ classmates.

f) Editing problems

When you create an assignment and you distribute it to learners, learners become "owners" of the document and they are allowed to edit it. That means that they can delete any part of the assignment they want, which could cause problems, even if it happens accidentally.

g) No automated quizzes and tests

One of the main reasons that Google Classroom cannot yet fully replace your Learning Management System is that it doesn't provide automated quizzes and tests for your learners. In general, Google Classroom is more suitable for a blended learning experience than a fully online program.

h) Impersonal

Speaking of a blended learning environment, Google Classroom has not integrated Google Hangouts, which creates a problem; online interaction between teachers and learners is only possible through Google documents. Effective education requires interaction and building relationships with learners, and online discussions are the best way to achieve this in a virtual environment. Unfortunately, there is no way to have a live chat in Google Classroom; at least, again, not yet.

2) Zoom

Kumar, (2020) found that some students' perceptions about negative impact using google classroom. They are:

1) Positive impact

Some positive effects [of students showing their faces] are more engagement and connection with class and materials. some students prefer engagement and interaction with others over the comforts that may be sacrificed by keeping the camera on. This is often motivated by a desire to make distanced learning as close to normal class as possible. Students said that having cameras on affects both students and teachers in a positive way because it gives us a sense of community despite the current circumstances. It's nice seeing our classmates' and teachers' faces even though we aren't in the classroom.

2) Negative impact

While stress is one factor that may keep students off camera, some people just feel uncomfortable showing their face depending on their workspace or surroundings. Students said "Sometimes I like to have my camera off like when I'm eating or family members are in the background. I know a lot of us prefer to have it off because we like to be comfortable by sitting in bed while attending zoom classes," and also they said "Sometimes there's a situation where we (students in a breakout room) should be

discussing something, but everyone instead chooses to remain silent. In these situations, cameras are almost always off to add to this silence and desire to not participate.

2. Lecturers Employ the Instructional Media in Online

In online learning, there are ways to employ the instructional media by lecturers. They are:

a. WhatsApp

The ways to employ WhatsApp courier work as learning media as follows (Santrossa & Castillo, 2017):

1) Rules making

To begin with step to utilize WhatsApp courier is saying the rule to the students, subsequently they know what the lecturers' trust to them. The crucial thing is the students know what they do and how the instructor surveys them. Clear instruction about how to do the assignment is so fundamental to maintain a strategic distance from students' confounding.

2) Group creating

At the primary assembly, the lecturers and the under studies make a WhatsApp bunch with all students and the educator as its individuals. The instructors require a "trial" how to use WhatsApp within the group to assist the students get it with the method well. Besides that, the instructors are able to form a little gather that comprises of 4 until 5 students only and still incorporate within the course of WhatsApp bunch. It for getting more personal appraisal and advancement to the understudies and after that alter the members with other understudies.

3) Applying reading activities

The lecturers can grant distinctive exercises to the understudies like homework, extra activities for most astute under studies within the lesson, engaging exercises like amusing content and so on. In this prepare, clear instruction is exceptionally essential for the understudies in comprehending the errand well.

b. Classroom

The ways to employ classroom courier work as learning media as follows (Wijaya, 2016):

1) Managing all the students' document

Google Classroom may be a free web benefit created by Google for schools that points to disentangle making, conveying, and evaluating assignments. The primary purpose of Google Classroom is to streamline the method of sharing records between teachers and understudies. Google Classroom empowers instructors to make an online classroom zone in which they can oversee all the reports that their students need. Reports are put away on Google Drive and can be altered in Drive's apps, such as Google Docs, Sheets, and so on accessed anytime and anywhere.

2) Distribution of assignments

Google Classroom could be a free collaboration tool for instructors and students. Teachers can make a web classroom, welcome understudies to the lesson at that point create and disseminate assignments. Inside the Google Classroom understudies and teachers can have discussions almost the assignments and instructors can track the student's progress (Nurhayati,

2019). Other than, Google Classroom was utilized to facilitate the interaction of a teacher or educator with a understudy or understudies within the virtual world.

3) Freely hand out a scientific assessment

In Google Classroom, instructors unreservedly hand out a logical evaluation and provide an autonomous evaluation for understudies (Wijaya, 2016). Instructors can provide materials on the subject being instructed. The educator can post a few teaching materials, dole out errands for understudies, and transfer the students' grades so that they can quickly see the scores gotten within the course. Google Classroom also minimizes the costs caused due to the utilize of more reasonable stationery and other materials and can minimize time-released vitality (Inoue & Pengnate, 2018). In short, the time and vitality went through by Google Classroom clients will be lesser than the usual.

c. Zoom

The ways to employ zoom courier work as learning media as follows (Allen, 2017):

1) Bring students together

The online remove learning devices are changing the world we live in and the way we learn to live. One of the modern unique software-based conference room arrangements is Zoom innovation. Zoom could be a cloud based benefit which offers Gatherings and Webinars and gives substance sharing and video conferencing capability. It makes a difference, for illustration English instructors bring their students together in a frictionless environment to urge more done. Zoom is the pioneer in advanced endeavor video communications, with a straightforward, dependable cloud stage for video and sound conferencing, collaboration, chat, and webinars over versatile gadgets, desktops, phones and room frameworks.

2) Recording the Lesson

Zoom's highlights permit English instructors to investigate and survey the four aptitudes through wealthy intuitive with therapeutic understudies. In expansion to screen sharing, Zoom propels English instructors to comment on their shared screen, making lessons more intuitively. English instructors can record their lessons to the Cloud or locally – restorative understudies can moreover record and turn recording on and off as numerous times as they like amid a lesson, on the off chance that the educator empowers this highlight. Instructors can record lessons and observe them once more to survey therapeutic students' qualities and shortcomings and learners can self-assess their abilities by observing recorded lessons. Restorative understudies can observe the recorded lessons in a grouping to see their enhancement over time. In expansion, English instructors can evaluate therapeutic students' improvement by appearing the recorded lesson to another English instructor, whom they believe, and inquiring for valuable criticism.

3) Presenting the content of their lessons

Zoom awards English instructors to display the substance of their lessons in different ways. Zoom's screen sharing can deliver English instructors a extraordinary opportunity to create restorative students' intercultural aptitudes by sharing locks in materials such as recordings and articles, and introductions. Amid lessons and after observing them, English instructors can their learning. Teachers seem too inquire understudies to reflect

on their lessons by recording a video and sharing it.

FINDINGS AND DISCUSSION

A. Finding

As mentioned in previous chapter, three of the aims of this study are to find out the students' perception on the positive and negative impact toward the use of used instructional media and how the lecturers employ the instructional media. Giving questionnaires to students and interview the lecturers as the follow up to the observation is conducted as supporting data in this research. The result of this questionnaires shows that the students' perception on the positive and negative impact toward the use of used instructional media and the result of the interview shows that how the lecturers employ the instructional media. The researcher provided 35 questions in the questionnaires and 12 questions in the interview. They are 23 questions for students to find out the students' perception on the positive impact toward the use of used instructional media, 12 questions for students to find out the students' perception on the negative impact toward the use of used instructional media and 12 questions in the interview for lecturers to find how the lecturers employ the instructional media. Every objective have indicators in the questions and statements written in observation checklist. It can be seen in the table which set in a table listed in appendices.

1. Students' Perception On The Positive Impact toward the Use Of Used Instructional Media

There are 23 questions for the students to find the students' perception on the positive impact toward the use of used instructional media. They are 12 questions for the students' perception on the positive impact toward the use of used WhatsApp, 23 questions for classroom and 1 question for zoom. Based on the finding of this research, there are 7 types of the students' perception on the positive impact toward the use of used Whatsapp; whatsapp as facilitating, WhatsApp provides support for learning, WhatsApp for satisfaction, WhatsApp for interacted via text message, WhatsApp help students for learning language, WhatsApp for instant message and whatsapp for privacy security. There are 3 types of the students' perception on the positive impact toward the use of used classroom; easily be used, reading is easy and write-up is easy. There is also comfortable as at type of the students' perception on the positive impact toward the use of zoom.

a. WhatsApp

Based on their answers and followed up to observation, the researcher found that there are 7 types of the students' perception on the positive impact toward the use of used WhatsApp.

1) Whatsapp as facilitating

The researcher found that some of students conducted WhatsApp facilitate them in getting information from lecturers and providing information to one another. Some example students said :

X : *Apakah dengan pembelajaran online menggunakan whatsapp memfasilitasi anda untuk mendapatkan informasi?*

[Does online learning using WhatsApp facilitate you to get information?]

S3 : *Iya, karena dosen selalu memberikan informasi di whatsapp.*

[Yes, because lecturers always provide whatsapp information]

S5 :*Iya, karena setiap informasi tugas kelompok saya informasikan lewat whatsapp.*

[Yes, because I inform each group assignment information via WhatsApp.]

2) Whatsapp provides support for learning

The researcher found that some of students conducted whatsapp supported them for learning. WhatsApp supported them in messaging, discussion, communication and feedback fast between teachers and students. Some example students said:

X : *Apakah dalam pembelajaran online, whatsapp mempermudah anda dalam berkomunikasi dengan dosen ataupun teman anda?*

[Does online learning make whatsapp easier for you to communicate with your lecturers or friends?]

S10 : *Iya, karena pesan di WA cepat terkirim*

[Yes, because messages on WA are sent quickly]

S11 : *Iya, karena gampang menelpon lewat WA*

[Yes, because it's easy to call via WA]

X : *Apakah dalam pembelajaran online, whatsapp mempermudah anda dalam berdiskusi?*

[Does online learning make whatsapp easier for you to discuss?]

S4 : *Iya, karena mudah dan cepat untuk mengirim pesan ke grup tempat diskusi dan teman dan dosen selalu standby di whatsapp.*

[Yes, because it's easy and fast to send messages to groups where discussions are made and friends and lecturers are always on standby on WhatsApp].

3) WhatsApp for satisfaction

The researcher found that some of students conducted they feel satisfied with using WhatsApp in learning to give their opinion and giving questions which in turn enhanced confidence to speak up. Some example students said:

X : *Apakah dalam pembelajaran online, whatsapp mempermudah anda untuk mengeluarkan pendapat?*

[Does online learning make whatsapp easier for you to express your opinion?]

S24 : *Iya, karena saya mengeluarkan pendapat tanpa tegesa-geza dan teman-teman cepat membacanya di whatsapp.*

[Yes, because I issued my opinion without hurrying and my friends quickly read it on WhatsApp.]

X : *Apakah dalam pembelajaran online, whatsapp mempermudah anda untuk bertanya?*

[Does online learning make whatsapp easier for you to ask?]

S9 : *Iya, karena di dalam atau luar rumah saya tetap bisa memberikan pertanyaan tentang tugas kepada dosen atau teman saya pakai WA.*

[Yes, because inside or outside the house I can still ask questions about my lecturers or friends using WA.]

S4 : *Iya, karena mudah dan cepat untuk mengirim pesan ke grup tempat diskusi dan teman dan dosen selalu standby di whatsapp.*

[Yes, because it's easy and fast to send messages to groups where discussions are made and friends and lecturers are always on standby on WhatsApp.]

4) WhatsApp for interacted via message

The researcher found that some of students conducted whatsapp chat groups via text message and via voice text message as communicative to discuss at one another. Some example students said:

X : *Apakah dalam pembelajaran online, group whatsapp mempermudah anda untuk berdiskusi pendapat?*

[In online learning, does whatsapp groups make it easier for you to discuss opinions?]

S24 : *Iya, karena saya melalui group saya bisa mendapatkan pendapat yang berbeda-beda dari teman dalam grup itu.*

[Yes, because I go through the group I can get different opinions from friends in the group.]

X : *Apakah dalam pembelajaran online, pesan suara whatsapp mempermudah anda untuk berkomunikasi?*

[In online learning, does whatsapp voice messages make it easier for you to communicate?]

S9 : *Iya, karena pakai suara suara kita seperti berbicara secara langsung dan cepat kepada teman atau dosen.*

[Yes, because using our voices is like speaking directly and quickly to a friend or lecturer]

5) WhatsApp help students learn language

The researcher found that some of students conducted whatsapp helped them and improved their confidence in learning English. Some example students said:

X : *Apakah dalam pembelajaran online, whatsapp mempermudah anda untuk belajar bahasa Inggris?*

[Does online learning make whatsapp easier for you to learn English?]

S27 : *Iya, karena dalam whatsapp juga saya bergabung dalam grup bahasa Inggris, disitu saya banyak belajar bahasa inggris dengsn teman-teman dari daerah yang berbeda-beda.*

[Yes, because in WhatsApp I also joined the English group, there I learned a lot of English with friends from different regions.]

S2 : *Iya, karena whatsapp membuat saya lebih percaya diri dalam berdiskusi karena tidak ada yang terdengar ketawa saat kita salah dan bisa langsung diperbaiki.*

[Yes, because WhatsApp makes me more confident in discussions because there is nothing to laugh when we are wrong and can be corrected immediately.]

6) WhatsApp for instant message

The researcher found that some of students conducted Instant message group whatsapp made learning and discussion easy. There are some students who stated that. One of them was:

X : *Apakah dalam pembelajaran online, group whatsapp mempermudah anda untuk belajar bahasa Inggris karena pesan*

[In online learning, does whatsapp groups make it easier for you to learn English because messages are sent quickly.]

S31: *Iya, karena mendiskusikan materi lebih mudah dan cepat dapat respon dari teman-teman yang ada dalam group.*

[Yes, because discussing material is easier and faster to get responses from friends in the group.]

7) WhatsApp for privacy security

The researcher found that some of students conducted they feel their personal account is safe using whatsapp. There are some students who stated that. One of them was:

X : *Apakah dalam pembelajaran online, anda merasa tidak perlu khawatir dengan akun pribadi anda saat menggunakan whatsapp?*

[Do you feel that in online learning, you don't need to worry about your personal account when using WhatsApp?]

S8 : *Iya, karena pada aplikasi tersebut terdapat fitur yang akan membuat akun kita aman.*

[Yes, because in this application there are features that will make our accounts safe]

8) WhatsApp for receiving material learning

The researcher found that, some of students conducted that they use whatsapp for receive material learning. Some students example said:

S6 : *Tapi, bukan hanya menggunakan whatsapp untuk berkomunikasi, tetapi juga kami sering pakai untuk menerima materi dari dosen dalam bentuk rekaman penjelasan menggunakan ppt atau bandicam.*

[But, not only using whatsapp to communicate, but also we often use it to receive material from lecturers in the form of recorded explanations using PPT or bandicam.]

b. Classroom

Based on their answers and followed up to observation, the researcher found that there are 3 types of the students' perception on the positive impact toward the use of used classroom.

1) Easily be used

The researcher found that some of students conducted classroom is easy to be used because they used classroom anytime and anywhere. Some example students said:

X : *Apakah anda dapat menggunakan classroom pada laptop, handphone atau apa saja yang memiliki koneksi internet?*

[Can you use classroom on laptop, handphone or anything that has internet connection.]

S11 : *Iya, karena kita tinggal log-in ke aplikasi classroom.*

[Yes, because we just need to log-in to the classroom application.]

2) Reading is easy

The researcher found that some of students conducted uploaded reading passages can be read easily because it can be uploaded in Power point and Microsoft word form. Classroom is easy to be used because they used classroom anytime and anywhere. There are some students who

stated that. One of them was:

X : *Apakah bacaan yang dikirim melalui classroom dapat terlihat jelas?*
[Can the readings sent via classroom be seen clearly?]

S5: *Iya, karena semua bacaan yang dikirim oleh dosen sudah dikemas dalam bentuk word atau ppt.*

[Yes, because all the readings sent by the lecturers have been packaged in word or PPT form?]

3) Write - up is easy

The researcher found that some of students conducted submission of any assignment or any write-up in goggle classroom is easy and fast. They studied the material from lecturer whenever they need. Some example students said:

X : *Apakah classroom mempermudah anda untuk mengirimkan tugas dalam bentuk tulisan/wacana.*

[Does classroom make it easier for you to send assignments in writing / discourse?]

S7 : *Iya, karena setelah saya kerja tugas saya di ppt atau word, saya tinggal mengirimnya di classroom dan tidak butuh waktu lama.*

[Yes, because after I work my assignment is in PPT or Word, I just need to send it in the classroom and it won't take long]

X : *Apakah classroom mempermudah anda untuk melihat materi yang dikirimkan oleh dosen ?*

[Does classroom make it easier for you to see the material sent by the lecturer?]

S10: *Iya, karena dosen tinggal mengirimkan linknya, atau dalam bentuk word atau ppt sehingga mudah buat kami untuk mempelajari materinya.*

[because the lecturer only needs to send the link, or in the form of word or ppt so it is easy for us to study the material.]

c. Zoom

Based on their answers and followed up to observation, the researcher found that some of students conducted having cameras on affect both students and lecturer in a positive way because it gave them a sense of community and it was nice to seeing their classmate and lecturers even thought they were not in classroom. There are some students who stated that. One of them was:

X : *Apakah anda senang menggunakan zoom karena dengan mengaktifkan camernya, membuat anda dapat melihat teman-teman dan dosen anda ?*

[Do you enjoy using zoom because by activating the camera, you can see your friends and lecturers?]

S6: *Iya, senang sekali karena saya dapat bertemu dengan teman-teman secara langsung walaupun secara online.*

[Yes, it's great because I can meet my friends in person even though they are online.]

2. Students' Perception on the Negative Impact toward the Use of Used Instructional Media

There are 12 questions for the students to find the students' perception on

the negative impact toward the use of used instructional media. They are 4 questions for the students' perception on the negative impact toward the use of used WhatsApp, 7 questions for classroom and 1 question for zoom. Based on the finding of this research, there are 2 types of the students' perception on the negative impact toward the use of used WhatsApp; destroys the students' spellings and grammatical and tertiary students. There are 2 types of students' perception on the negative impact toward the use of used classroom; difficult learner sharing and impersonal. There is also uncomfortable as at type of the students' perception on the negative impact toward the use of zoom.

a. Whatsapp

Based on their answers and followed up to observation, the researcher found that there are 2 types of the students' perception on the negative impact toward the use of used whatsapp.

1) destroys the students' spellings and grammatical

The researcher found that some of students conducted they feel lazy because it took a long time typing sentences. That is why, they retired to the short hand form of typing. The style affected the way they write spell in English words. Some example students said:

X : *Apakah anda terkadang menyingkat beberapa kata dalam bahasa Inggris saat chatingan dengan teman anda d whatsapp?*

[Do you sometimes abbreviate some words in English when chatting with your friends on whatsapp?]

S1 : *Iya, agar mempercepat waktu.*

[Yes, in order to speed up time]

X : *Saat anda berdiskusi dengan teman anda di whatsapp, keseringan anda menyingkat kata dapat mempengaruhi spelling anda saat menulis?*

[When you discuss with your friends on WhatsApp, how often you abbreviate words can affect your spelling when writing?]

S7: *Iya mempengaruhi, karena terkadang saya lupa sehingga saya biasa ikut menyingkatnya saat menulis di buku.*

[Yes, it affects, because sometimes I forget it so I used to abbreviate it when writing in books.]

2) Tertiary students

The researcher found that some of students conducted they can not be focused to complete their assignment. There are some students who stated that. One of them was:

X : *Apakah dengan menggunakan whatsapp dalam pembelajaran online membuat anda terganggu dalam menyelesaikan tugas?*

[Does using whatsapp in online learning make you distracted from completing tasks?]

S7 : *Iya, sangat terganggu karena tidak bisa focus, apalagi kalau banyak pesan grup yang masuk.*

[Yes, it really annoys me because I can't focus, especially if a lot of group messages come in.]

b. Classroom

Based on their answers and followed up to observation, the researcher found that there are 2 types of the students' perception on the negative

impact toward the use of used classroom.

1) Difficult learner sharing

The researcher found that some of students conducted they can not share their work with their classmates unless they become “owners” of a document. There are some students who stated that. One of them was:

X : *Apakah anda kesulitan dalam menggunakan classroom karena anda tidak dapat berbagi dokumen kepada teman anda?*

[Are you having trouble using the classroom because you cannot share documents with your friends?]

S26 : *Iya karena classroom tidak bisa mengirim dokumen secara pribadi, jadi tidak bisa forward dokumen ke teman saya.*

[Yes, because classroom cannot send documents personally, so it cannot forward documents to my friends.]

2) Impersonal

The researcher found that some of students conducted there is no way to have a live chat in google classroom. There are some students who stated that. One of them was:

X : *Apakah anda kesulitan untuk berkomunikasi melalui classroom?*

[Are you having trouble communicating through classroom?]

S13: *Iya, karena kita tidak bisa chattingan secara pribadi di classroom.*

[Yes, because we cannot chat privately in the classroom.]

c. Zoom

The researcher found that some of students conducted some students feel uncomfortable showing their face depending on their activity. There are some students who stated that. One of them was:

X : *Apakah anda merasa tidak nyaman dengan kamera zoom saat belajar pakai zoom?*

[Did you feel uncomfortable with a zoom camera when learning to zoom?]

S7 : *Iya, karena kadang kusengaja matikan kameranya karena mengantuk sampai tidak teridur saat belajar atau saat saya sedang makan.*

[Yes, because sometimes I deliberately turn off the camera because I am sleepy until I don't fall asleep while studying or while I'm eating.

3. Lecturers Employ the Instructional Media in Online

There are 12 questions for the students to find how lecturers employ the instructional media in online. They are 5 questions for find how lecturers employ the whatsapp. There are 4 questions for classroom and 3 questions for zoom. Based on the finding of this research, there are 4 types of lecturers employ the WhatsApp; Rule making, group creating, applying reading activities and transferring material learning. There are 3 types of find how lecturers employ the classroom; managing all the students' document, distribution of assignments and freely hand out a scientific assessment. There are 2 types of find how lecturers employ the zoom; presenting the content of their lesson and recording the lesson.

a. Whatsapp

Based on the interview and followed up to observation, the researcher found that there are 4 types of lecturers employ the WhatsApp.

1) Rules making

The researcher found that the lecturers said they use whatsapp to give clear instruction about how to do assignment and how the online learning process works. There are some lecturers who stated that. One of them was:

X : *“Bagaimana anda membuat peraturan dengan mahasiswa anda dalam menggunakan aplikasi whatsapp?.”*

[How do you make rules with your students in using the WhatsApp application?]

L1 : *“Di dalam perkuliaan kami, kami menggunakan whatsapp dan ada aturan-aturan yang kami buat itu adalah kami sepakati bahwa semua informasi kelas, tugas-tugas dan perkuliahan, itu akan disampaikan lewat WA.”*

[In our honor, we use WhatsApp and there are rules that we make. We agree that all class information, assignments and lectures will be delivered via WA]

2) Group creating

The researcher found that the lecturers said they made a group class for giving instruction about assignments so that online learning may be effective and discipline. Some example lecturers said:

X : *“Apa manfaat group whatsapp dalam online learning?”*

[What are the benefits of whatsapp groups in online learning?]

L2: *“Tempat untuk membagikan informasi, mengenai buku apa yang akan digunakan, sehingga mereka mempersiapkan diri sebelum masuk kelas dan mengingatkan deadline pengumpulan tugas.”*

[A place to share information, about what books to use, so that they prepare themselves before entering class and remind them of the deadlines for collecting assignments.]

L3 : *“Memberikan informasi kepada mahasiswa tentang kegiatan pembelajaran yang akan dilakukan setiap minggunya dan untuk berdiskusi serta untuk mengirim materi-materi dalam bentuk word, pdf ataupun link video.”*

[Provide information to students about learning activities that will be carried out every week and for discussions and to send materials in the form of words, pdf or video links.]

3) Applying reading activities

The researcher found that the lecturers said they gave instruction about assignments or learning materials by typing them on whatsapp or sending them in word or power point form. Some example lecturers said:

X : *“Bagaimana anda memberikan informasi instruksi mengenai tugas yang anda akan berikan kepada mahasiswa melalui aplikasi whatsapp?”*

[How do you provide instructional information regarding the assignments you will give to students via the WhatsApp application?]

L3 : *“Memberikan informasi lewat WA dalam bentuk file word atau pdf untuk memberikan atau mengingatkan tugas.”*

[Providing information via WA in the form of word or pdf files to provide or remind assignments.]

L4 : *“Saya memberikan informasi atau instruksi mengenai tugas kepada mahasiswa dengan mengetik petunjuk-petunjuk kemudian saya share ke WA atau teerkadang saya menggunakan voice note lagi supaya apa yang saya tuliskan itu menjadi lebih jelas lagi.”*

[I provide information or instructions regarding assignments to students by typing the instructions then I share them with WA or sometimes I use voice notes again so that what I write becomes clearer.]

4) Transferring material learning

The researcher found that the lecturers said they used whatsapp for giving students material by using another application. There are some students who stated that. One of them was:

L2: *Selain whatsapp menjadi media untuk berdiskusi dan berkomunikasi, saya juga gunakan whatsapp untuk memberikan materi, sehingga mahasiswa dapat melihat langsung materinya di WA. Saya memanfaatkan bandicam untuk membat materinya lalu mengirikannya ke mahasiswa.*

[In addition to whatsapp being a medium for discussion and communication, I also use WhatsApp to provide material, so that students can see the material directly in WA. I use bandicam to make the material then send it to the students]

b. Classroom

Based on the interview and follow up to observation, The researcher found that there are 3 types of how the lecturers employ the classroom.

1) Managing all the students' document

The researcher found that the lecturers said classroom is used to disentangle making, conveying and evaluating assignments. There are some of lecturers stated that. One of them was:

X : *“Bagaimana anda membuat evaluasi atau pemberian tugas dalam menggunakan google classroom ?”*

[How do you make evaluations or assignments using google classroom?]

L2: *“Saya mengawali pelajaran dengan forum diskusi yang tersedia di classroom setelah itu sebagai feedback saya menyisikan tugas dan menyertakan petunjuk serta deadlinenya untuk mengerjakan tugas. Mahasiswa akan menyerahkan tugasnya di classroom sehingga mudah untuk melihat setiap tugas masing-masing mereka yang ada dalam classroom.”*

[I started the lesson with a discussion forum available in the classroom. After that, as feedback, I put my assignments aside and included instructions and deadlines for doing the assignments. Students will submit their assignments in the classroom so that it is easy to see each of their respective assignments in the classroom.]

2) Distribution of assignments

The researcher found that the lecturers said classroom facilitate them

to have discussion about material learning and the assignments to track the students' progress. There are some students who stated that. One of them was:

X : *"Bagaimana anda berdiskusi dengan mahasiswa anda menggunakan google classroom dalam online learning?"*

[How do you discuss with your students using google classroom in online learning?]

L3 : *"Saya berdiskusi dengan mahasiswa dalam classroom itu dengan cara menuliskan beberapa topic di forum diskusi sehingga masing-masing mahasiswa memberikan komentar di kolom komentarnya."*

[I discussed with the students in the classroom by writing a number of topics in the discussion forum so that each student commented in the comments column.]

3) Freely hand out a scientific assessment

The researcher found that the lecturers said they provided materials on the subject being instructed in power point, word or link video posted form. There are some students who stated that. One of them was:

X : *"Bagaimana anda berdiskusi dengan mahasiswa anda menggunakan google classroom dalam online learning?"*

[How do you discuss with your students using google classroom in online learning?]

L3 : *"Untuk pemberian materi di classroom itu saya berikan dengan memberikan dalam bentuk power point, word dan link video yang mereka bisa buka."*

c. Zoom

Based on the interview and followed up to observation, The researcher found that there are 2 types of how the lecturers employ the zoom.

1) Presenting the content of their lesson

The researcher found that the lecturers said they used zoom's screen sharing to explain the materials lesson. There are some students who stated that. One of them was:

X : *"Bagaimana anda menjelaskan materi melalui zoom?"*

L1: *"Saya gunakan zoom untuk kegiatan penjelasan materi dengan menggunakan screen sharing. Jadi materi yang sudah saya buat dalam bentuk ppt atau word ataupun buku jika ada, itu saya tampilkan pakai share screen sambil menjelaskannya."*

2) Recording the lesson

The researcher found that the lecturers said they made a recording when they were explaining the material to observe the students' abilities and to share it to students who do not join the class. Some example lecturers said :

X: *"Bagaimana anda memanfaatkan recording pada aplikasi zoom dalam online learning?"*

L2: *"Untuk persiapan bagi mereka yang tidak sempat ikut dalam pembelajaran karena mungkin jaringan mereka maka rekaman itu akan dikirimkan kepada mereka yang tidak ikut dalam penjelasan itu."*

L4 : *"Terkadang saya merekam saat saya menjelaskan materi karena saya mau*

kembali melihat bagaimana respon mahasiswa terhadap pembelajaran tersebut dan bagaimana keaktifan mereka.”

B. Discussion

1. Students' Perception towards the Positive Impact of the Instructional Media

a. WhatsApp

The researcher found that, in students' perception towards the positive impact of the instructional whatsapp. Such as; whatsapp as facilitating, whatsapp provides support for learning, satisfaction, interacted via text message, whatsapp help students for learning language, instant message and privacy security.

1) WhatsApp as facilitating

The researcher found that whatsapp facilitate them in getting information from lecturers and providing information each other. Besides that Malecela, (2016) found that whatsapp facilitated students in learning to communicate each other and helpful in learning collaborative enhancing by instructor and information educational sharing. Other than that, in previous study Ukhova, Larisa V., Valentin N. Stepanov, Zhanna K. Gaponova, Elena M. Boldyreva, and Natalya A. Kovaleva, (2021). They found that role of the teacher when using the case-technology in distance education in the era of coronavirus is very multifaceted and the teacher leads the roles of a creator, designer, consultant, and expert, and, finally, a direct participant in a role game online giving maximum freedom to the students for their self-realization.

As are mentioned, in this study the researcher found that whatsapp facilitate students to get information about assignment, material learning for lecturers and they may give information each other in whatsapp.

2) WhatsApp provides support for learning

The researcher found that whatsapp supports students for learning. WhatsApp supported them in messaging, discussion, communication and feedback fast between teachers and students. Besides that So, (2016) found that students who had Whatsapp had experiences that whatsapp support them for learning. WhatsApp support messaging, communication, feedback fast between teachers and students, providing learning flexible, learning collaborative supporting and learning multimedia. As is mentioned, in this study the researcher found that students are happy to use whatsapp in communication each other because it is support messaging fast so they do not need to wait for long time to get the feedback from both their friends and lecturers.

3) WhatsApp for satisfaction

The researcher found that students feel satisfied with using whatsapp in learning to give their opinion and giving questions which in turn enhanced confidence to speak up. Besides that Mar and Christine (2013) revealed that more students highly satisfied with using WhatsApp in learning and releaved that WhatsApp increased their willingness to read in English. It also left positive impact on their reading habits which in turn enhanced confidence. As is mentioned, in this study students are free to give their opinion and to discuss each other because their classmates are always ready on whatsapp to read the message and give feedback fast.

4) WhatsApp for interacted via text message

The researcher found that students conducted whatsapp chat groups

via text message and via voice text message as communicative to discuss at one another. Besides that (Minalla 2018 in Dweikat 20119) said students were restrictively interacted via voice messages while the participants of control group are only interacted via text messages. As is mentioned, in this study students are easy to discuss each other by using voice note and get feedback fast from many different comments.

5) WhatsApp help students learn language

The researcher found that whatsapp helped students and improved their confidence in learning English. Kurniawan, (2016) WhatsApp helped the students learn the language better and enhanced their English language proficiency as a means to improve students' confidence in learning and using the language. Other than that, in previous study Pernanda, (2018) found that students in the school were seen that most of them have low learning spirit, students were less active because less of using instructional media. As are mentioned, in this study the researcher found that students has confidence in discussion because they are not in face to face directly and they improve their English by joining in another English group.

6) WhatsApp for instant message

The researcher found that Instant message group whatsapp made learning and discussion be easy. Besides that, Hamad, (2017) found that whatsapp mobile instant messaging performed better than the control group on the achievement test. As is mentioned, in this study the researcher found that students are easy to discuss the material learning each other because every student in the class were ready to read and give comments in the group whatsapp.

7) WhatsApp for Privacy Security

The researcher found that students feel their personal account is safe using whatsapp. Besides that Aifan, (2015) found that the second obstacle was related to concerns about privacy and security issues when using social media. As is mentioned, in this study students do not need to be worrying to use whatsapp another people will not be able to hack their privacy account.

8) WhatsApp for receiving material learning

The researcher found that, students use whatsapp for receiving material learning. Student are sent the material in file form such as; shareescreen recording, bandicam, powerpoint and microsoft word. As is mentioned, in this study, whatsapp is available for getting material and discussing it.

b. Classroom

The researcher found that, in students' perception towards the positive impact of the instructional classroom. Such as; Easily be used, Reading is easy and write-up is easy.

1) Easily be used

The researcher found that some of students conducted classroom is easy to be used because they used classroom anytime and anywhere. Besides that, Islam, (2019) found that classroom can easily be used anytime and anywhere either by mobile, laptop or

any other electronic gadgets having internet connection. As is mentioned, the researcher found that students are flexible to use classroom because it can be used by laptop, handphone and computer.

2) Reading is easy

The researcher found that uploaded reading passages can be read easily. Besides that, Islam, (2019) found that Materials for reading exercises are also easy to read from the Google classroom provided that the internet connection is on. As is mentioned, the researcher found that students are easy to receive the material learning because it uploaded in power point and microsoft word form that is why students are able to read it well. Classroom is easy to be used because they used classroom anytime and anywhere.

3) Write - up is easy

The researcher found that some of students conducted submission of any assignment or any write-up in goggle classroom is easy and fast. Besides that, Islam, (2019) statement that they can be able to keep themselves updated regularly about makeup class, exam date and important announcements. As is mentioned, the researcher found that students are easy to submit their assignments in microsoft word or power point form and lecturers sometimes give them material learning in link video form after that they study the material from lecturer whenever they need.

c. Zoom

The researcher found that students having cameras on affect both students and lecturer in a positive way because it gave them a sense of community. Besides that Kumar, (2020) found that some students prefer engagement and interaction with others over the comforts that may be sacrificed by keeping the camera on. This is often motivated by a desire to make distanced learning as close to normal class as possible. As is mentioned, the researcher found that students were happy to keep the camera on because and it was nice to seeing their classmates and lecturers even though they were not in classroom.

2. Students' Perception towards the Negative Impact of the Instructional Media

a. Whatsapp

1) Destroys the students' spellings and grammatical

The researcher found that students do not want to spend their time for typing. Besides that, Mbukasa,(2018) investigated a students feel lazy typing most sentences and words. As is mentioned, in this study, researcher found that students the style of of retire the sentence or word to the short and hand typing destroys the students' spellings and grammatical contraction of sentences.

2) Tertiary students

The researcher found that students cannot be focused to complete their assignment. Besides of that, Malecela, (2018) whatsapp as a teaching method can impact negatively on the performance of tertiary students . as is mentioned, in this study researcher found that students can not complete their assignment because there are many notifications from other groups.

b. Classroom

Based on their answers and follow up to observation, the researcher found that there are 2 types of the students' perception on the negative impact toward the use of used classroom.

1) Difficult Learner Sharing

The researcher found that students cannot share their work with their classmates. Besides that Pappas, (2015) said that students cannot share their document unless they become owners of the document. As is mentioned, in this study, classroom is not available to forward document.

2) Impersonal

The researcher found that students cannot have privacy chatting. Besides that communication conducted there is no way to have a live chat in goggle classroom. As is mentioned, researcher found that, Pappas, (2015) said there is no way have a live chat in classroom. As is mentioned, in this study, researcher found that students have to use another instructional media to chatting each other because classroom is not available to have a live chat.

c) Zoom

The researcher found that students uncomfortable showing their face. Besides that, Kumar, (2020) found that students keep their off camera depending on their workspace. As is mentioned, in this study, researcher found that, students will keep their camera off when they want to do another activity such as they are sleepy or eating so they do not focus to the material without lecturers knowing it.

3. Lecturers Employ the Instructional media

a. Whatsapp

1) Rules making

The researcher found that the lecturers use whatsapp to give clear instruction and information. Besides that, Santrossa & Castillo, (2017) said whatsapp courier is saying the rule to the students, subsequently they know what the lecturers' trust to them. As is mentioned, in this study the researcher found that lecturers use whatsapp to give clear instruction and information in typing, voice note or file form about how to do assignment and how the online learning process works.

2) Group creating

The researcher found that the lecturers said they made a group class for giving information all about the process learning to all students in the class. Besides that Santrossa & Castillo, (2017) said whatsapp within the group is to assist the students get the method well. In this study the researcher found that lecturers use whatsapp group so that online learning may be effective and discipline.

3) Applying reading activities

The researcher found that lecturers gave instruction about assignments or learning materials. Besides that, besides that Santrossa & Castillo, (2017) said the lecturers can grant distinctive exercises to the understudies. In this study, the researcher found that lecturers giving clear information to students read by typing them or sending them in word or power point form.

4) Transferring material learning

The researcher found that the lecturers said they used whatsapp for giving students material by using another application. In this study, the

researcher found that, lecturers explain the material by using another instructional media such as; bandicam or power point screen recording and other applications.

b. Classroom

Based on the interview and follow up to observation, the researcher found that there are 3 types of how the lecturers employ the classroom.

1) Managing all the students' document

The researcher found that the classroom is used to disentangle making, conveying and evaluating assignments. Besides that, Wijaya, (2016) found that Classroom is to streamline the method of sharing records between teachers and understudies. In this study, lecturers use classroom to share and submit all about the student' documents.

2) Distribution of assignments

The researcher found that the classroom facilitate lecturers to have discussion about material learning and the assignments. Besides Nurhayati, (2019) students may have discussions to track the students' progress. An example lecturers said : As is mentioned in this study, the researcher found that, lecturers evaluate students by giving them a topic and they are free to discuss each other in the comments and after that, lecturers give them assignment and students submit it on it.

3) Freely Hand Out a Scientific Assessment

The researcher found lecturers said they send materials on classroom. Besides that, Wijaya, (2016) said Instructors can provide materials on the subject being instructed. As is mentioned, in this study the researcher found that the lecturers give students material on the subject being instructed in power point, word or link video posted form.

c. Zoom

1) Presenting the content of their lesson

The researcher found that zoom is available to explain material to students. Besides that, Allen, (2017) said that Zoom's screen sharing can deliver English instructors a extraordinary opportunity to create restorative students' intercultural aptitudes by sharing locks in materials such as recordings and articles, and introductions. As is mentioned, in this study, the lecturers present their lessons by recording a video and sharing it by schreen sharing.

2) Recording the lesson

The researcher found that the lecturers said zoom is available to record the presenting of the lesson. Besides that, Allen, (2017) said that lecturers observe them once more to survey therapeutic students' qualities and shortcomings and learners can self-assess their abilities by observing recorded lessons. As is mentioned, in this study the researcher found that lecturers make a recording when they were explanating the material to know whether they understand or not about the material that they already explain and to share it to sstudents who do not join the class.

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. The students' perception toward the use of instructional media are :

- a. Students' perception on the positive impact toward the use of whatsapp at Christian University of Indonesia Toraja in midst Covid-19 Pandemic; whatsapp as facilitating, whatsapp provides support for learning, whatsapp for satisfaction, whatsapp for interacted via text message, whatsapp help students for learning language, whatsapp for instant message, whatsapp for privacy security and receiving the material. There are 3 types on the positive impact toward the use of used classroom at Christian University of Indonesia Toraja in midst Covid-19 Pandemic; Easily be used, reading is easy and write-up is easy. There is also comfortable as at type of the students' perception on the positive impact toward the use of zoom.
 - b. Students' perception on the negative impact toward the use of used whatsapp at Christian University of Indonesia Toraja in midst Covid-19 Pandemic; destroys the students' spellings and grammatical and tertiary students. There are 2 types of students' perception on the negative impact toward the use of used classroom at Christian University of Indonesia Toraja in midst Covid-19 Pandemic; difficult learner sharing and impersonal. There is also uncomfortable as at type of the students' perception on the negative impact toward the use of zoom.
4. Lecturers employ the whatsapp in midst Covid-19 Pandemic; Rule making, group creating, applying reading activities and transferring the material subject. There are 3 types of find how lecturers employ the classroom in midst Covid-19 Pandemic; managing all the students' document, distribution of assignments and freely hand out a scientific assessment. There are 2 types of find how lecturers employ the zoom at Christian University of Indonesia Toraja in midst Covid-19 Pandemic; presenting the content of their lesson and recording the lesson.

B. SUGGESTION

By using online applications as instructional media for online learning media in midst Covid-19 Pandemic, students are expected to be more independent and not lazy in understanding what is conveyed or explained by the lecturer even though it is only in textual form. Students are expected to make more use of their study time and explore more of the benefits of each instructional media used so that it becomes a more insightful value.

Lecturers must learn more about the efficient use of the instructional media for online learning and must know how to select suitable instructional media for students and apply the students. As a result, their abilities and skills have improved as well as their professional development. Thus, they will maximize the benefits provided by instructional media when they use the instructional media in their language learning.

For future researchers who wish to conduct similar research can use this research as a reference for their study. Further researchers can also develop various topics related to the use of instructional media as a medium for online learning such as factors that affect students' perception of both positive and negative use in online learning in midst Covid-19 Pandemic and selection of instructional media that are most suitable for use in learning English.

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